Fact Sheet on Programmatic Example

(Note: this is just an example of the type of evidenced based or promising practice that may implement all or part of a BSK strategy.)

Strategy to be Addressed:

Screening and early intervention - Domestic violence prevention.

Program Name:

Resolving Conflict Creatively Program (RCCP)

Brief Program Description:

RCCP – a universal, school-based program designed to help children in pre-kindergarten and older to develop social-cognitive and interpersonal behavioral skills to reduce violence and prejudice, form caring relationships and build healthy lives. Children receive early exposure to constructive conflict resolution strategies and positive intergroup relations. The intervention includes teacher training and coaching, classroom instruction and peer mediation, with at least one 40 to 50 minute session with children per week throughout the school year. An additional targeted intervention for the highest risk children, as identified through the program, can be added on a wider district level.

Prevention Results Achieved Elsewhere or in K.C. Pilot:

Testing in schools throughout the country have yielded the following results: 1) teacher training must be followed up by school support and commitment to continuous sessions with students throughout the school year; 2) in test sites with high levels of classroom sessions there was a significantly less acceleration in aggressive fantasies, a decrease in hostile bias towards others, a decrease in aggressive interpersonal negotiation strategies, a decrease in depression symptoms and conduct problems and an increase in prosocial behaviors.

Target Population and number of people served:

Young children in early learning settings.

Estimated Cost to Administer:

Costs are approximately $12,275 per early childhood learning site (note that some costs are start-up and might only be needed every few years to refresh teacher training); for 50 sites the cost is up to approximately $613,000 per year. Additional intervention in the program to

address the needs of very high risk children would add costs, but most behavioral health intervention costs could likely be covered through Medicaid or other insurance.

Estimated Cost Savings to Community:

RCCP concentrates on underlying processes and transactions known to increase children's risk for aggression and violence. These processes and transactions include social-cognitive processes such as the scope and intensity of children's attributional biases toward interpreting ambiguous social cues as hostile, and transactions such as the developmental maturity of children's interpersonal negotiation strategies in both provocative and non-provocative situations with peers. Both theory and practice suggest that changes in these social-cognitive processes and interpersonal behavior transactions should help increase caring and cooperative behavior and decrease violence-related behaviors among children. With the addition of an advanced intervention for the highest-risk children, as identified through this program, a number of life-long cost savings would accrue from decreased violent behaviors. Precise cost savings information is not yet available for this program.

Resolving Conflict Creatively Program (RCCP)

The Resolving Conflict Creatively Program (RCCP) is a universal, school-based program designed to help children in grades prekindergarten through 12th grade develop social-cognitive and interpersonal behavioral skills to reduce violence and prejudice, form caring relationships, and build healthy lives. RCCP's main goal is to change the mental processes and interpersonal behavioral strategies that lead children to engage in aggression and violence by teaching them constructive conflict resolution strategies and promoting positive intergroup relations.

Specific program objectives are to a) show children alternate choices to passivity or aggression for dealing with conflicts, b) help them develop skills for actualizing those choices in their own lives, c) encourage respect for their own culture and those of others, d) teach them how to identify and stand against prejudice, and e) make them aware of their role in creating a more peaceful world. RCCP concentrates on underlying processes and transactions known to increase children's risk for aggression and violence. These processes and transactions include social-cognitive processes such as the scope and intensity of children's attributional biases toward interpreting ambiguous social cues as hostile, and transactions such as the developmental maturity of children's interpersonal negotiation strategies in both provocative and non-provocative situations with peers. Both theory and practice suggest that changes in these social-cognitive processes and interpersonal behavior transactions should help increase caring and cooperative behavior and decrease violence-related behaviors among children.

The intervention consists of three major components: a) recruitment, training, and ongoing coaching and support of teachers in a curriculum promoting conflict resolution skills and intergroup understanding (Teacher Training and Coaching); b) classroom instruction of children by trained teachers in the conflict resolution and intergroup understanding curriculum (Classroom Instruction); recruitment, training, and supervision of children as peer mediators who facilitate the resolution of conflicts and understanding of intergroup differences among children in the classroom, on the playground, and elsewhere (Peer Mediation).

Teachers deliver classroom lessons that focus on key skills such as active listening, assertiveness, handling feelings, negotiation, and problem solving. Skills are taught through role playing, interviewing, small group discussion, and brainstorming. Teachers are expected to implement at least one 40- to 50-minute lesson per week throughout the school year.

Additional RCCP features include the training of administrative and parent leaders to support RCCP development in the school and, in just a few of the most advanced schools, an additional targeted intervention for the highest-risk children.

Descriptive Information

Areas of Interest	Mental health promotion
Outcomes	**Review Date: March 2014** 1: Aggressive fantasies 2: Hostile attributional biases 3: Interpersonal negotiation strategies 4: Symptoms of depression 5: Child behavior
Outcome Categories	Mental health Social functioning Violence
's	6-12 (Childhood)
Genders	Male Female
Races/Ethnicities	Black or African American Hispanic or Latino

	White Race/ethnicity unspecified
Settings	School
Geographic Locations	Urban
Implementation History	Since it was first developed in 1985, RCCP has been disseminated to an estimated 450 schools among 18 school districts, in Alaska, Arizona, California, Georgia, Louisiana, Massachusetts, New Jersey, New York, Oregon, and Virginia. It has been implemented by over 25,000 teachers with an estimated 720,000 students. The districts include large urban centers (e.g., New York City, Atlanta, Phoenix, and Newark), smaller cities, suburbs, and rural districts. The majority of the schools are in low-income, urban communities.
NIH Funding/CER Studies	Partially/fully funded by National Institutes of Health: No Evaluated in comparative effectiveness research studies: Yes
Adaptations	The RCCP curriculum and parent materials contain Spanish versions of some units.
Adverse Effects	Earlier findings suggest that children whose teachers received higher amounts of training and coaching in the curriculum, but delivered lower levels of classroom instruction, demonstrated a) faster rates of growth in hostile attribution bias, aggressive interpersonal negotiation strategies, self-reported aggressive fantasies, conduct problems, depressive symptoms, and teacher-reported aggressive behavior; and b) a slower rate of growth in competent interpersonal negotiation strategies and teacher-reported prosocial behavior. These children appear to fare worse than children who receive no lessons. There are several potential interpretations for these findings, including the possibilities that Low Lessons teachers are less skilled at teaching RCCP, are less committed to the program, or face greater administrative hurdles and receive less administrative and parent support than High Lessons teachers do. Teachers who receive higher amounts of training and coaching but deliver fewer than average amounts of lessons may be those whom staff developers perceived as needing additional help and support in professional development, in part because they were not delivering the intended amount of classroom instruction.
IOM Prevention Categories	Universal

Quality of Research
Review Date: March 2014

Documents Reviewed

The documents below were reviewed for Quality of Research. The research point of contact can provide information regarding the studies reviewed and the availability of additional materials, including those from more recent studies that may have been conducted.

Study 1

Aber, J. L., Brown, J. L., & Jones, S. M. (2003). Developmental trajectories toward violence in middle childhood: Course, demographic differences, and response to school-based intervention. *Developmental Psychology*, 39(2), 324–348.

Aber, J. L., Jones, S. M., Brown, J. L., Chaudry, N., & Samples, F. (1998). Resolving conflict creatively: Evaluating the developmental effects of a school-based violence prevention program in neighborhood and classroom context. *Development and Psychopathology*, 10, 187–213.

Supplementary Materials

Aber, J. L., Brown, J. L., & Henrich, C. C. (1999). *Research brief: Teaching conflict resolution. An effective school-based approach to violence prevention.* National Center for Children in Poverty.

Brown, J. L., Roderick, T., Lantieri, L., & Aber, J. L. (2004). *Chapter 4: The Resolving Conflict Creatively Program: A School-Based*

Outcomes

Outcome 1: Aggressive fantasies

cription of Measures

Aggressive fantasies were assessed using the measure "What I Think." This measure contains six items that ask children about aggressive thoughts that just "pop into your head" or "daydreams" (e.g., daydreams about hitting or hurting someone; pretending to fight with someone). Items are rated on a 3-point scale (no = 0; a lot = 2) and a total score is computed as the average of the items.

Key Findings

Study participants were first through sixth grade students and their classroom teachers from 15 participating public schools in New York City. Data were collected in the fall and spring of the 1994-1995 and 1995-1996 school years. RCCP was implemented in both years of the study. Results showed that children receiving higher levels of classroom instruction relative to teacher training and coaching (high lessons) had a slower rate of acceleration in aggressive fantasies than did children receiving higher levels of teacher training and coaching relative to classroom instruction (high training and coaching) ($p < .01$).

Studies Measuring Outcome   Study 1

Study Designs   Quasi-experimental

Quality of Research Rating   2.8 (0.0-4.0 scale)

Outcome 2: Hostile attributional biases

Description of Measures

Hostile attributional biases were assessed using an adapted version of the 6-item "Home Interview," which measures cognitive distortion or misperception of social cues that result in the tendency to over-attribute hostile intent to a provocation in social situations with peers regardless of actual intent (e.g., benign or ambiguous situations).

Hypothetical ambiguous provocations were read aloud as vignettes with accompanying illustrations; in each vignette, children were asked to imagine themselves as the recipient of a provocation involving a peer, the cause of which was both visually and verbally ambiguous. Children were asked about the cause of the provocation, selecting one of four possibilities. Responses were coded as hostile (1) or benign (0) and a total score was computed as the average of the items.

Key Findings

Study participants were first through sixth grade students and their classroom teachers from 15 participating public schools in New York City. Data were collected in the fall and spring of the 1994-1995 and 1995-1996 school years. RCCP was implemented in both years of the study. Results showed that high levels of classroom instruction were associated with a decrease in hostile attributional bias over time ($p < .001$). In contrast, higher levels of teacher training and coaching were associated with an increase in hostile attributional bias over time ($p < .001$).

Studies Measuring Outcome   Study 1

Study Designs   Quasi-experimental

Quality of Research Rating   2.9 (0.0-4.0 scale)

Outcome 3: Interpersonal negotiation strategies

scription of Measures

Interpersonal negotiation strategies were assessed using the following:
- "Social Problem-Solving Measure." This measure assesses competent interpersonal negotiation strategies in a *proactive* situation. Participants responded to eight hypothetical vignettes that described social problems requiring some initiative from the child. Items were coded as competent (1) or noncompetent (0), and a total score was computed by averaging across items.

- Adapted version of the "Home Interview." This measure assesses aggressive interpersonal negotiation strategies in a *reactive* situation. Following assessment of their attributions of intent (see above description), children were asked what they would do next in each of the six scenarios and selected from among four possible response strategies. Responses were coded as aggressive (1) or nonaggressive (0), and a total score was computed by averaging across items.

Key Findings	Study participants were first through sixth grade students and their classroom teachers from 15 participating public schools in New York City. Data were collected in the fall and spring of the 1994-1995 and 1995-1996 school years. RCCP was implemented in both years of the study. Higher levels of classroom instruction were associated with a decrease in aggressive interpersonal negotiation strategies over time ($p < .001$) but were not associated with changes in competent interpersonal negotiation strategies. In contrast, higher levels of teacher training and coaching were associated with a decrease in competent interpersonal negotiation strategies over time ($p < .01$), and an increase ($p < .001$) in aggressive interpersonal negotiation strategies over time.
Studies Measuring Outcome	Study 1
Study Designs	Quasi-experimental
Quality of Research Rating	2.9 (0.0-4.0 scale)

Outcome 4: Symptoms of depression

Description of Measures	Symptoms of depression were assessed using the 11-item "Seattle Personality Inventory." Sample items include "Do you feel unhappy a lot?" and "Do you feel that most things are not that much fun?" Children responded 1 for "no" and 2 for "yes." A total score was derived by averaging across the 11 items.
Key Findings	Study participants were first through sixth grade students and their classroom teachers from 15 participating public schools in New York City. Data were collected in the fall and spring of the 1994-1995 and 1995-1996 school years. RCCP was implemented in both years of the study. Higher levels of classroom instruction were associated with a slower rate of acceleration in depressive symptoms across the age trajectory ($p < .01$), while higher levels of teacher training and coaching were associated with a faster rate of acceleration ($p < .01$).
Studies Measuring Outcome	Study 1
Study Designs	Quasi-experimental
Quality of Research Rating	2.9 (0.0-4.0 scale)

Outcome 5: Child behavior

Description of Measures	Child behavior was assessed using the following: - "Teacher Checklist." Teachers rated each child on six items that measure reactive and proactive aggressive behavior. Sample items include "When this child is teased or threatened, he or she gets angry easily," and "This child threatens or bullies others in order to get his or her own way." Responses range from 1 (never) to 5 (always). A total score is derived by averaging across the six items. - "Social Competence Scale." Teachers rated each child on 19 items that measure prosocial behavior. Sample items include "is helpful to others" and "acts friendly toward others." Responses range from 1 (not at all) to 5 (very well). A total score is derived by averaging across the 19 items. - "Seattle Personality Inventory." Children responded to eight items that measure conduct problems. Sample items include "Do you get into a lot of fights?" and "Do you tease or make fun of other kids?" Children responded 1 for "no" and 2 for "yes." A total score is

derived by averaging across the eight items.

Key Findings

Study participants were first through sixth grade students and their classroom teachers from 15 participating public schools in New York City. Data were collected in the fall and spring of the 1994-1995 and 1995-1996 school years. RCCP was implemented in both years of the study.

- Aggressive Behavior. Children receiving higher levels of classroom instruction relative to teacher training and coaching were reported by teachers as generally consistent in levels of aggressive behavior over time compared with children who received higher levels of teacher training and coaching relative to classroom instruction, who were reported as steadily increasing in aggressive behavior during this period ($p < .05$).
- Prosocial Behavior. Similarly, "high lessons" children steadily increased in teacher-reported prosocial behavior over time, whereas "high training and coaching" children declined slightly in such behavior during the same period ($p < .01$).
- Conduct Problems. Higher levels of classroom instruction resulted in a decrease in conduct problems over the course of the trajectory ($p < .01$), whereas higher levels of teacher training and coaching were related to an increase ($p < .01$).

Studies Measuring Outcome Study 1

Study Designs Quasi-experimental

Quality of Research Rating 2.9 (0.0-4.0 scale)

Study Populations

The following populations were identified in the studies reviewed for Quality of Research.

Study	Age	Gender	Race/Ethnicity
ly 1	6-12 (Childhood)	52% Male 48% Female	41.1% Hispanic or Latino 39.6% Black or African American 14.5% White 4.8% Race/ethnicity unspecified

Quality of Research Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition
5. Potential confounding variables
6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see Quality of Research.

Outcome	Reliability of Measures	Validity of Measures	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
1: Aggressive fantasies	2.3	2.5	2.5	3.0	2.8	3.9	**2.8**
2: Hostile attributional biases	2.8	2.5	2.5	3.0	2.8	3.9	**2.9**
nterpersonal negotiation strategies	2.6	2.5	2.5	3.0	2.8	3.9	**2.9**
4: Symptoms of depression	2.8	2.5	2.5	3.0	2.8	3.9	**2.9**
5: Child behavior	2.7	2.5	2.5	3.0	2.8	3.9	**2.9**

Study Strengths

The measures used to assess the outcomes capture the perspectives of both teachers and students, have face validity, and have demonstrated acceptable to excellent internal consistency in this study and by other researchers. Teachers received training in curriculum implementation, along with expert coaching and other school-wide support. Intervention exposure level was carefully tracked. A relatively small amount of missing data were accounted for in the statistical analyses. To reduce possible confounds, the schools in each group were drawn equally from four major school districts within New York. Groups of schools that were chosen based on race, ethnicity, poverty status, and school size were comparable across districts and stages of intervention evolution, and that were representative of New York City's public elementary school population. The statistical methods used were very sophisticated, allowing the researchers to discern the effects of intervention exposure in changing the trajectory of aggressive and prosocial attitudes and behaviors. The study was well-powered, including a very large and diverse sample, such that demographic subgroup differences in growth trajectories could be examined.

Study Weaknesses

Test-retest and inter-rater reliability of the measures were not addressed. In addition, some of the psychometric information provided was relevant to the original measures, not to the adapted versions used in the study. The primary measure of fidelity was the dosage of intervention without measurement of adherence to a manual or use of a fidelity instrument; thus it is not possible to know to what extent teachers adhered to the curriculum in their lessons. There was little information about attrition and no comparison of those who remained in the study with those who dropped out. The number of lessons taught varied, with 68 percent of the sample receiving between 0 and approximately 28 lessons across the 2 years. The authors note that considerable individual variation remained unexplained and was probably due to unmeasured variation in variables such as quality of parenting, peer influence, neighborhoods, temperament, and other factors known to place children at risk for aggression and violence. Teachers volunteered for the program and decided how much classroom instruction to implement over time, thus introducing variability in exposure to the intervention. The researchers note that they cannot be sure whether the observed effects on children's developmental trajectories resulted from the lessons, the unobserved characteristics of the teachers, or some combination of the two.

Readiness for Dissemination
Review Date: March 2014

Materials Reviewed

The materials below were reviewed for Readiness for Dissemination. The implementation point of contact can provide information regarding implementation of the intervention and the availability of additional, updated, or new materials.

Aber, J. L., Brown, J. L., & Henrich, C. C. (1999). *Teaching conflict resolution: An effective school-based approach to violence prevention.* New York: National Center for Children in Poverty.

Alson, S., & Roderick, T. (2008). *Implementing student mediation programs in elementary schools: A manual.* New York: Morningside Center for Teaching Social Responsibility.

Alson, S., & Roderick, T. (2008). *Training student mediators in elementary school: a manual.* New York: Morningside Center for Teaching Social Responsibility.

Breeding, K. & Harrison, J. (2007). *Connected and respected: Lessons from the Resolving Conflict Creatively Program, grades K–2.* Cambridge, MA: Educators for Social Responsibility.

Educators for Social Responsibility. (1998). *Resolving Conflict Creatively elementary/middle schools trainer's manual.* Cambridge, MA: Authors.

Educators for Social Responsibility. (1998). *Resolving Conflict Creatively elementary/middle schools participant's manual.* New York: Authors.

Educators for Social Responsibility. (1999). *Resolving Conflict Creatively elementary/middle schools mentor training manual.* Cambridge, MA: Authors.

Harrison, J., & Breeding, K. (2007). *Connected and respected: Lessons from the Resolving Conflict Creatively Program, grades 3–5.* Cambridge, MA: Educators for Social Responsibility.

Morningside Center for Teaching Social Responsibility. (n.d.). *Peace in the family: Parent component training guide.* New York: Author.

Ray, P., Alson, S., Lantieri, L., & Roderick, T. (2007). *Resolving Conflict Creatively: A teaching guide for grades kindergarten through six.* New York: Morningside Center for Teaching Social Responsibility.

Program Overview Folder
- Resolving Conflict Creatively Program

- Student Leadership Programs
- Peace In the Family

Quality Assurance Tools
- Staff Developer Log
  Survey of Administrators
  Teacher Log: Record of RCCP Lessons Taught
- Teacher Survey

Resolving Conflicts Creatively Program Website
http://esrnational.org/professional-services/early-childhood-elementary-and-after-school-services/resolving-conflict-creatively-program/

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)

External reviewers Independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of Implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more Information about these criteria and the meaning of the ratings, see Readiness for Dissemination.

Implementation Materials	Training and Support Resources	Quality Assurance Procedures	Overall Rating
3.2	3.6	2.5	3.1

Dissemination Strengths

...m materials provide detailed guidance for use In elementary settings. Learning outcomes are listed for each lesson, and handout ...mplates and guidelines for discussing controversial topics are provided. Curricula are specific and logically sequenced. Some information describes how to adapt a program or component to different students and situations. Training materials are straightforward, comprehensive, in-depth, and aligned with program content. The trainings Include Information for multiple roles (e.g., teachers, mentors, mediators, and parents) to support successful implementation. Several logs, assessments, and surveys are provided to support ongoing quality assurance, including an extensive teacher self-assessment survey that is matched well to the curriculum.

Dissemination Weaknesses

The dissemination package has many components and there Is no organizing overview; it Is difficult to get a clear picture of the components of successful implementation. Some Inconsistency In lesson content across some of the manuals may be confusing to implementers. Training materials appear to have been last updated over 10 years ago; experiences Implementing the program, along with new knowledge In implementation science, would likely inform improvements to training materials and activities. No fidelity monitoring tool is provided to ensure adherence to the model. There is no comprehensive quality assurance protocol provided to describe the use of instruments or how data are interpreted and used to Improve program delivery.

Costs

The cost Information below was provided by the developer. Although this cost Information may have been updated by the developer since the time of review, it may not reflect the current costs or availability of Items (including newly developed or discontinued Items). The implementation point of contact can provide current information and discuss implementation requirements.

Item Description	Cost	Required by Developer
Resolving Conflict Creatively	$25 per guide	Yes, one guide option per teacher
...nected and Respected: Lessons from the ...solving Conflict Creatively Program (K-2)	$41 per guide	Yes, one guide option per teacher
Connected and Respected: Lessons from the Resolving Conflict Creatively Program (3-5)	$41 per guide	Yes, one guide option per teacher
RCCP Participant Manual (Elementary or Middle	$15 each	Yes, one grade level option

Schools)		required per participant
RCCP Trainer's Manual (Elementary or Middle Schools)	$34.95 each	No
RCCP Mentor Training Manual	$34.95	No
5-Day on or offsite Introductory Training	About $8,625 per site Cost varies depending on site needs.	Yes
Coaching, technical assistance, and consultation	About $1,725 per day Cost varies depending on site needs and amount of consultation required.	Yes
Assessment and Evaluation Materials	Free	Yes

Replications

No replications were identified by the developer.

Contact Information

To learn more about implementation, contact:
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To learn more about research, contact:
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Consider these Questions to Ask (PDF, 54KB) as you explore the possible use of this intervention.

Web Site(s):

- http://www.engagingschools.org

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